**WRITING EXAMINATION DESCRIPTORS LEVEL 6 (NB. Please select “THE BEST FIT” in each category; it is not necessary for all aspects to be present.)**

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| **GRADE** | **Task achievement** | **Language Range** | **Language Accuracy** | **Coherence** |
| **A**  Border-  line B1+ | * Student fully addresses **all aspects of the task by making very good use of the input.** Response is **fully extended** with details and/or elaboration as well as examples where appropriate. * Email correspondence is clear and appropriate when required. * Performance achieves the desired effect so that the target **reader is fully and clearly informed**. | * **Frequently attempts more complex sentence patterns and grammatical elements** than those needed for the basic fulfilment of the task, e.g. comparatives, relative clauses... * Consistently uses a variety of words and phrases to describe, give details, opinions, explanations and elaborate on information in the wider field of everyday situations. These include **abstract**, **unusual** and **cultural ideas** and clear description of feelings and reactions. | * **More than one more complex pattern and/or grammatical element is used correctly**, e.g. comparatives, relative clauses... as well as **most simpler grammatical elements** e.g. verb agreement, punctuation, capitalisation, syntax, use of articles and prepositions. * **Spelling and word choice is almost always correct with** familiar words and short phrases as well as **with many less familiar words and phrases.** * Errors may occasionally impede understanding but only with more complex constructions. | * Orders sentences into a logical order which creates **the effect of a well-organised text** with good development of ideas. * **Consistent use of a variety of linking words beyond the most basic forms** (e.g. although, because, if, while, after, before..) is a strong feature. * In Task 2 paragraphs are clearly and appropriately distinct. * Makes good use of basic forms of reference, e.g. pronoun substitution. |
| **B**  Solid B1 | * Student addresses **all aspects of the task by making use of the majority of input**. Response is **fairly extended with details** and/or elaboration as well as examples where appropriate. * **Email correspondence is clear and appropriate** when required. * Performance mostly achieves the desired effect on the **target reader who would be** **mostly informed**. | * **More complex sentence patterns** and grammatical elements than those needed for the basic fulfilment of the task **are evident**, e.g. comparatives, relative clauses... * Consistently uses a variety of words and phrases to describe, give details and elaborate on information in the wider field of everyday situations, e.g. work, free time including clear description of feelings and reactions. | * Uses most simple grammatical elements correctly e.g. verb agreement, punctuation, capitalisation, syntax, use of articles and prepositions **as well as at least one more complex construction**, e.g. comparatives, relative clauses... * Spelling and word choice is mostly correct with familiar words and short phrases as well as with many less familiar words and phrases. * Errors may occasionally impede understanding but this tends to be with more complex constructions. | * Orders sentences into a logical order which creates the effect of a sequence of points with some development of ideas. * **Use of linking words beyond the most basic forms** (e.g. although, because, if, while, after, before..) **is a strong feature**. * **In Task 2 paragraphs are clearly and appropriately distinct**. * **Makes good use of basic forms of reference**, e.g. pronoun substitution. |
| **C**  Border-line B1 | * Student addresses the task satisfactorily using **some parts of the input and giving relevant details and/or some elaboration**. Some irrelevances and/or omissions may be present. * **Email correspondence is evident** when required. * Performance achieves the desired effect so that the **target reader is informed of the basic information**. | * Uses a variety of simple **and at least one more complex sentence pattern and/or grammatical element**, e.g. comparatives, relative clauses...including some beyond those needed for the basic fulfilment of the task. * **Consistently uses a variety of words and phrases** to describe, give details and elaborate on information in the wider field of everyday situations, e.g. work, free time **including some description of feelings and reactions**. | * **Uses most simple grammatical elements correctly** e.g. verb agreement, punctuation, capitalisation, syntax, use of articles and prepositions. * **Spelling and word choice is mostly correct** with familiar words and short phrases as well as **with some less familiar words and phrases**. * **Errors may occasionally impede** understanding but this tends to be **with more complex constructions**. | * Orders ideas in a clear, logical order which **creates the effect of a sequence of points** with some development of ideas. * Joins phrases regularly and effectively with high-frequency linking words and **some use of those beyond the most basic forms (e.g. although, because, if, while, after, before..).** * **Uses basic forms of reference**, e.g. pronoun substitution. |
| **D**  Below Border-line B1 | * Student **fails to address most parts of the task** and makes very limited use of input. Irrelevances and misinterpretation of task may be present. * May be no effort to correspond in email response. * Performance does not achieve the desired effect on the target reader. The **reader is not informed** about most of the required information. | * Uses only a limited variety of simple and **not many more complex sentence patterns**, needed for the basic fulfilment of the task. * Uses **only a minimal variety of words and phrases** to describe, give details and elaborate on information in the wider field of everyday situations, e.g. work, free time. Descriptions of feelings and reactions are limited or absent. | * Uses **only some simple grammatical elements correctly** e.g. verb agreement, punctuation, capitalisation, syntax, use of articles and prepositions. * S**pelling and word choice** is sometimes or mostly correct with familiar words and short phrases but **not with less familiar words and phrases** . * **Errors may occasionally impede understanding with both simpler and more complex constructions**. | * Orders ideas in a logical order but **does not create the effect of a sequence of points well**. * Joins phrases regularly and effectively **but not with linking words beyond the most basic forms** (e.g. although, because, if, while, after, before..). * Uses basic forms of reference, e.g. pronoun substitution. |